

The Pygmalion Effect in Educational Settings: Expectations, Impact, and Implications

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Abstract: *The Pygmalion Effect, a psychological phenomenon in which higher expectations lead to improved performance, plays a significant role in educational settings. This research paper explores the Pygmalion Effect in education, examining its origins, manifestations, and consequences. Drawing on an extensive review of relevant literature, case studies, and empirical research, this paper investigates how teacher expectations, student self-fulfilling prophecies, and classroom dynamics influence academic achievement. It also discusses practical implications for educators and policymakers to leverage the positive aspects of the Pygmalion Effect while mitigating potential negative effects. The basic postulate here is that the expectation a teacher has of a student significantly affects the latter's performance. In a well-known experiment carried out by Rosenthal and his colleagues, teachers were primed by being told that certain students were "bright" and that certain others were "dim", even though in reality, there was no basis for this categorisation. The hypothesis was that this would unconsciously condition the teachers to approach the bright and the dim students differently. This was exactly what happened, as a result of which they had higher expectations of the "bright" students who ended up performing better than the "dim" ones of whom they had much lower expectations and consequently did not really push to perform. This forms the basis for two contemporary phenomena: parents and teachers who drive their 'smart' children to perform like champions, and what in today's corporate world is referred to as mentoring*

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